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ABSTRACT

Project "At Your Service" at Park West High School in New York City, is a basic bilingual secondary education program for Spanish speaking ninth to twelfth grade students with limited English proficiency. In 1981-82, the program provided bilingual instructional and supportive services, and opportunities to participate in career and culturally related activities, for 200 Hispanic students. Other program activities included staff development and activities geared toward parent involvement in the program. This report describes the program context, organization, participants, activities, and evaluation. Evaluation results indicate that, in general: (1) students surpassed the criterion objective for English syntax; (2) over 70 percent of the participants passed teacher-made tests in Spanish language courses; (3) participants' mean scores on tests in English, science, mathematics, and social studies exceeded the scores of mainstream students; and (4) the participants' attendance rate was higher than the school-wide attendance rate. Recommendations for program improvement are presented. (MJL)

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O.E.E. Evaluation Report

February, 1983

PARK WEST HIGH SCHOOL

"AT YOUR SERVICE"

1981-1982

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Director: Mr. Peter Miranda

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A SUMMARY OF THE EVALUATION
FOR THE
"AT YOUR SERVICE" PROGRAM
PARK WEST HIGH SCHOOL
1981-1982

In its second year of a three-year funding cycle, this program offered bilingual instruction and supportive services to 200 Hispanic limited English proficiency students in grades nine through twelve. Vocational awareness was emphasized. The target population represented 12 national backgrounds: half were born in the Dominican Republic and about a quarter in Puerto Rico. All program students were foreign-born and spoke Spanish at home. Students varied in native-language ability, proficiency in English, and overall academic preparedness.

The ultimate goal of the program was to develop students' proficiency in English and to prepare them to meet the requirements for high school graduation. The instructional approach was based on students' levels of English proficiency: students who had least proficiency in English were taught primarily in Spanish; those who had greater proficiency were taught primarily in English.

Title VII funds supported administrative and support services staff. Most instructional positions were funded by tax-levy funds; Title I funded paraprofessional assistance and staff development personnel. Supplementary funding was provided by New York City Module 5B. The program developed and adapted curricula in addition to using commercial materials. Curriculum materials were completed in native language arts, biology, and career awareness and were being developed in history and sex education. Supportive services to program students consisted of guidance and academic counseling, home visits, and career orientation. Staff development activities included monthly department meetings, workshops and lectures, conferences, and attendance at university courses. Parents of program students were members of a parent/teacher/student advisory committee and attended program, school-wide, and outside conferences and activities. The program also sponsored career planning activities to complement the academic program.

Students were assessed in English-language development (Criterion Referenced English Syntax Test); mathematics, social studies, science, and native language arts (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement indicated that:

--On the average, students mastered more than one objective per month of instruction as measured by the CREST and succeeded in achieving the criterion set as the objective for students in Title I E.S.L. classes.

--On the average, 77.3 percent of the students passed teacher-made examinations in Spanish-language courses. Student achievement on the Interamerican Series, Prueba de Lectura was not reported. The data were sufficiently problematic that the results could not be interpreted with confidence.

--The performance of program students in the content-areas of mathematics, science, and social studies surpassed that of mainstream students by a statistically significant difference, thus meeting the program objective in this area.

--The average attendance of program students surpassed that of the school as a whole by a statistically significant difference, thus meeting the program's criterion for success in this area.

The success of the program was attributed to: staff competence and commitment; program organization; gains in the acquisition and development of curricula, particularly in content areas and vocational orientation; and active parental involvement.

The following recommendations were aimed at improving the overall effectiveness of the program:

--Increased bilingual guidance or psychological services assigned to the program to better meet students' needs for psychological counseling and testing;

--The development of more individualized academic programs based on language proficiency and a greater emphasis on writing skills in both English and Spanish;

--Continued communication among all program staff aimed at enhancing planning and supervision, improving instruction, and further integration of the bilingual and vocational programs.

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PROJECT "AT YOUR SERVICE"

(Spanish English Road to Valuable Career Education)

Park West High School

Location:	525 West 50th Street, Room 375 New York, New York 10019
Year of Operation:	1981-1982, second year of a three-year funding cycle
Target Language:	Spanish
Number of Students:	200
Principal:	Mr. Edward Morris
Project Director:	Mr. Peter Miranda

INTRODUCTION

Project "At Your Service" is a basic bilingual secondary education program funded for fiscal year 1981-82 as a continuation grant under the provision of the Elementary and Secondary Education Act (E.S.E.A.), Title VII. This funding period completed the second of a three-year cycle for which the program was originally approved. Title I (E.S.E.A.), New York City tax levy, and Module V were additional sources of funding.

The program offered bilingual instructional and supportive services to 200 Hispanic limited English proficiency (LEP) students in grades nine through twelve. The staff engaged in professional development activities primarily by attending college courses, professional conferences, and training workshops. Parents became involved in the program by means of an advisory council, sociocultural activities, workshops, meetings, and discussions with the program's family assistant. New York City Board of Education and commer-

cially- and project-developed curricula were adopted for instruction in English and Spanish. Students participated in career- and culturally-related activities in addition to their required and elective instructional courses. The program was organized as a "mini-school" within the organizational structure of Park West High School.

The purposes of this report are: 1) to describe the project's context, components, participants, and activities; 2) to report students' achievement and attendance data; 3) to analyze and interpret program and students' achievement data; and 4) to make recommendations for possible program improvement. Data were collected from interviews with school and program administrators, teachers, parents, students, and family assistants; classroom observations; review of relevant program literature; a questionnaire completed by the project director; and program-reported student achievement scores.

I. CONTEXT

SCHOOL SITE

Project "At Your SERVICE" is housed in the Park West High School building in the midtown, westside area of Manhattan. The building's modern facilities allow Park West to function as a comprehensive high school, including vocational and arts programs. The bilingual program is situated in a setting selected by the project staff -- a large open space which is partitioned by screens and bookshelves. The program office, classrooms, resource center, and recreation areas are all easily accessible to and visible from one another.

The proportion of Hispanic students in the school ranged from 35 to 39 percent during the year. In the fall of 1981, of a total register of 3,204 students, 1,134 were Hispanic. By the spring of 1982, of 2,602 students, 1,010 were Hispanic. The non-Hispanic population is predominantly black American, and small numbers are white and Asian. School records indicate that 83 non-Hispanic students are classified as LEP; most of these are Haitian or southeast Asian. School faculty and administration are mostly white. The program faculty, however, includes Hispanics and black Americans.

The languages spoken in school and on school grounds reflect the varied ethnic composition of the student population. The evaluator heard more English used by Hispanic program students than he had during site visits in the previous year. Table 1 presents the students' home languages (other than English), the percent of the total school enrollment, and the percent classified LEP.

TABLE 1

Home Language of Students in the School, Spring 1982
(Other Than English)

Language	No. Students	% Total Enrollment	% LEP
French (Haitian)	20	0.8	60
Chinese	14	0.5	55
Hindi	3	0.1	100
Polish	6	0.2	50
Vietnamese	18	0.7	100
Laotian	6	0.2	100
Turkish	4	0.1	50
Khmer	50	2.0	100
Spanish	1,010	38.0	18

COMMUNITY SETTING

The school vicinity is both residential and commercial. Low- to middle-income housing is interspersed with small retail businesses and warehouses. The school is within walking distance of Times Square, one of the busiest areas in the world, known for its shops, restaurants, movie houses, theaters, pornography, prostitution, and drug traffic. Most program students do not live near the school. The school is easily accessible by subway trains, which most students use for transportation from their neighborhoods throughout New York City, particularly the Bronx, Brooklyn, and other parts of Manhattan.

The ethnic composition of the immediate school area is approximately 50 percent Hispanic, 25 percent black, and 25 percent white. Spanish and English are spoken in the area, both in homes and small businesses.

The communities in which the students live are marked by problems typically found in poor neighborhoods of large metropolitan areas: poor housing, limited health services, and high rates of welfare dependence and unemployment. Family financial difficulties make it necessary for students to work, if they can find employment. Staff members remarked that students and many of their parents suffer from illnesses, such as asthma, at unusually high rates. They speculated that health problems may be related to financial stress and cultural adjustment problems.

II. STUDENT CHARACTERISTICS

The bilingual program's high proportion of males (70 percent) may be related to the school's orientation to traditionally male vocational areas. All program students were foreign-born, and are native speakers of Spanish. Table 2 presents students' countries of origin.

TABLE 2

Countries of Origin

Country	Number of Students *	% of Program Enrollment
Ecuador	24	12
Colombia	12	6
Dominican Republic	100	50
Honduras	2	1
Puerto Rico	48	24
Mexico	4	2
Peru	1	0.5
El Salvador	4	2
Guatemala	2	1
Nicaragua	1	0.5
Venezuela	1	0.5
Panama	1	0.5
TOTAL	200	100

* Number of students served fully or partially, as of December, 1981.

. Fifty percent of all the students were born in the Dominican Republic.

. Twenty-four percent were born in Puerto Rico.

Students' range of literacy in Spanish varies from functional illiteracy (16 percent) to grade-level performance (66 percent) to advanced (college) levels (18 percent). In English, they are said to vary from little or no English proficiency (3 percent), to an intermediate level of proficiency (72 percent), to a level at which they can participate in instruction provided mostly in English (25 percent).

Students tend to speak Spanish among themselves; English is used in mainstream classes, and to communicate with English-dominant peers and teachers. Students' need for English outside of school is minimal unless used for employment.

Ethnic identity appears to be strong. Students take pride in speaking about their countries and participate willingly in activities that are related to their national origins. There are no indications of overt conflict among the national groups represented in the program, despite their great diversity. Students are reported to be quite different in attitudes and goals even when they share common national origin or socioeconomic status. The diversity is such that staff members thought they could not make any generalization about the relationship between class, ethnicity, and attitudes toward education.

Table 3 presents the distribution by sex and grade of program students for whom information was reported.

TABLE 3

Number and Percentage of Students by Sex and Grade
as of June, 1982

Grade	Male N	Percent of Grade	Female N	Percent of Grade	Total N	Column Total: Percent of All Students
9	28	76	9	24	37	25
10	44	73	16	27	60	41
11	19	53	17	47	36	24
12	9	60	6	40	15	10
Total	100	68	48	32	148	100

- More than two-thirds of program students are male. Males constitute a majority at each grade; the highest percentages are in grades 9 and 10.
- The highest percentage, 41 percent, of program students is in grade 10, while the lowest percentage, 10 percent, is in grade 12.

Participants bring a wide range of educational histories to the program. Many have suffered interrupted schooling; some may have received fewer years of education than expected for their age due to lack of opportunities; a few have attended school for the first time in this country. Table 4 presents the number of program students by age and grade as of the end of the school year.

TABLE 4

Number of Students by Age and Grade
as of June, 1982

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
12	0	0	0	0	0
13	0	0	0	0	0
14		0	0	0	3
15			2	0	31
16	9			0	34
17	5	11			33
18	0	4	8		19
19	1	2	3	5	11
20	0	0	1	0	1
21	0	0	1	0	1
Total	27	57	35	15	134
Overage Students:					
Number	15	17	13	5	49
Percentage	56	30	37	33	37

Note. Shaded boxes indicate expected age range.

- Thirty-seven percent of the students are overage for their grade. The highest percentage of overage students is in grade 9; the lowest in grade 10.
- Students range from 12 to 21 years of age. However, almost 75 percent are from 15 to 17 years of age.

Program staff and school administrators suggested that students intensely need personal counseling services beyond what the program can presently offer. Students' psychological problems are said to be extreme at times, as in two cases of attempted suicide. One of these, a 19 year-old male who had resided in the United States for three years, was said to undergo frequent depression and was one of the students who often complained about head and stomach aches. In general, students' stressful family situations, combined with problems normally associated with teenage years, result in much conflict, frustration, and confusion. Students who are inclined to unlawful behavior and defiant of authority appear to exert leadership most successfully. Some staff members speculate that this may be a method of coping with an environment in which students feel insignificant or powerless.

III. PROGRAM DESCRIPTION

PROGRAM PHILOSOPHY

The program is intended primarily to develop students' English proficiency. Its ultimate purpose is to prepare students to participate effectively in instruction provided in English and to meet the requirements necessary for high school graduation. The instructional approach is based on the notion that English proficiency may be attained through E.S.L. instruction, and the gradual increase of English usage in content-area instruction; mastery of content-area material and confidence are encouraged by means of instruction in the native language. Students' programs are geared to their level of English proficiency.

A consensus of opinion regarding program philosophy has not yet been reached in the program's second year of operation. Although the school and most program staff appear to support the program's philosophy and approach, the E.S.L. staff, which is part of the "mini-school" arrangement and serves all program students, differs in view. They hold that Spanish should be taught only to enhance reading and writing skills and not for content-area instruction. This difference in approach to educating bilingual students has apparently not interfered with program implementation as much as it had during the program's first year.

The instructional philosophy has implications for the extent to which program students are integrated with non-program students. Some staff members feel that participants are too isolated. But as students become more proficient in English, they have more options for mainstream courses and therefore greater possibilities for integration.

PROGRAM GOALS AND OBJECTIVES

The ultimate goal as stated in the proposal is "to provide a bilingual-bicultural instructional program, accentuating career awareness, to meet the linguistic, cultural, and future employment needs of Spanish limited English proficient students attending Park West High School. A target population of 200 [students] should be reached by this program." Its instrumental goal is to develop a comprehensive bilingual course of study for secondary education, implemented by an instructional and support service staff trained in bilingual education and related areas. Further, it aims to increase the participation of parents in their children's education, and to make available resources on bilingual careers to students, teachers, and parents.

Specifically, the program evaluation considers the following objectives for the 1981-82 period:

1) to improve achievement in English proficiency as indicated by the mastery of at least one objective per month of treatment on the Criterion Referenced English Syntax Test (CREST);

2) to increase reading achievement in Spanish as indicated by a statistically significant (α= .05) difference between pre-post-tests scores on the Interamerican Series Prueba de Lectura;

3) to increase the proportion of program students passing content-area courses to a percentage equal to that of non-program students in the school;

4) to increase the attendance rate of participating students to a level that is higher than the general school attendance rate as indicated by a statistically significant (α= .05) difference between rates of school (non-program) and program attendance;

5) to develop, disseminate, and translate curriculum packages in career awareness and social studies for Hispanic LEP students;

6) to train bilingual staff related to the program through workshops, conferences, and graduate courses; and

7) to increase parents' basic skills and knowledge of the educational system.

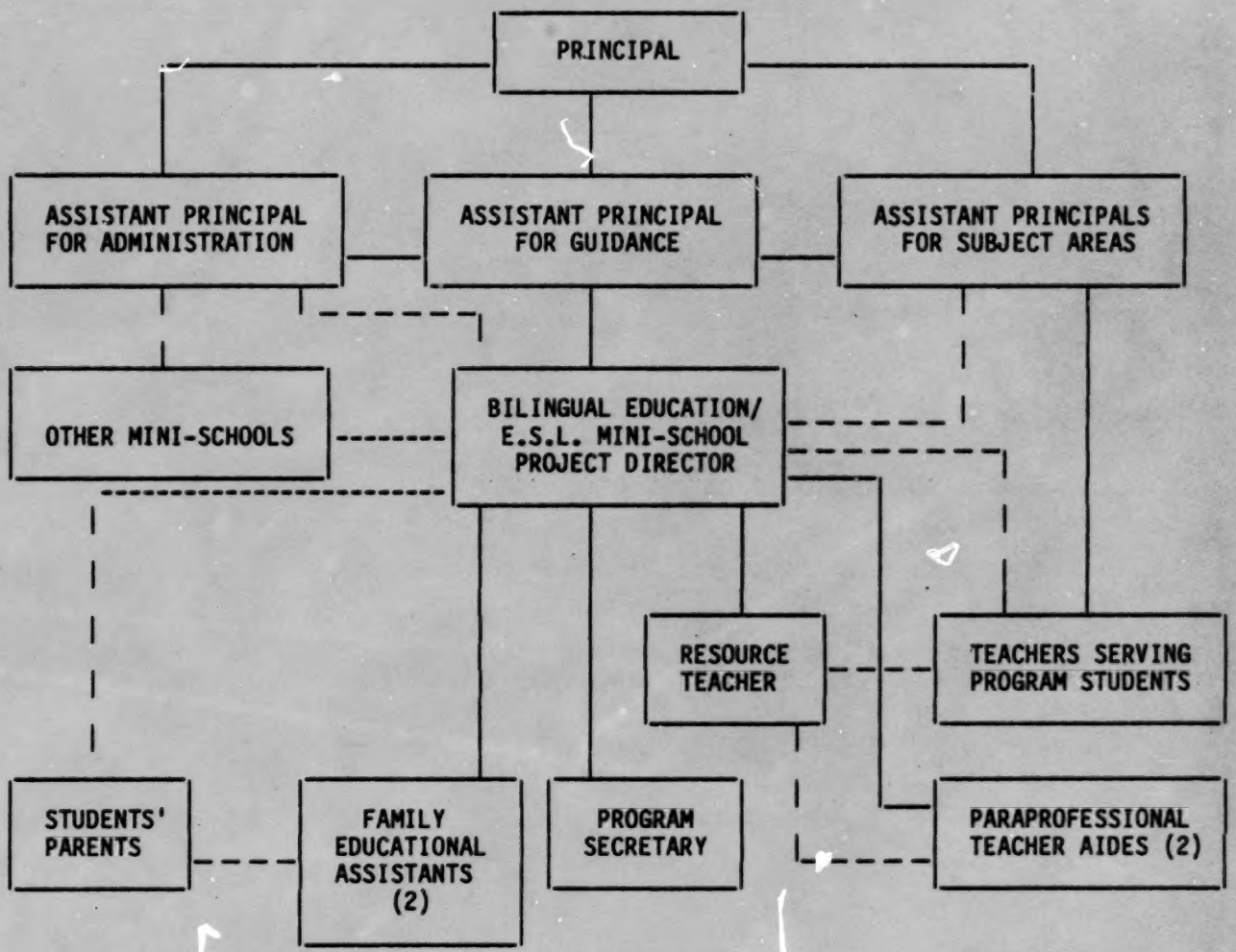
PROGRAM ORGANIZATION

Figure 1 illustrates the organization of the program within Park West. Although program structure is very similar to that of 1980-81, the functions of administration and supervision were much improved in 1981-82. As a "mini-school," responsibility for overseeing its operation was assigned to the assistant principal of guidance. The relations between this A.P. and the program director were said to be very favorable and effective. Both had congruent perspectives of each other's role and expressed satisfaction with the way in which it was carried out. The program director, who has full responsibility for administrative and fiscal matters, relates directly to the A.P. of guidance and informally to the school principal. Observations and interviews made it apparent that the school administration not only assigned the program director full responsibility for program implementation, but also expressed confidence in his professional judgement, and offered him support in implementing policy. He takes part in the principal's cabinet meetings when there are matters which pertain to the program particularly.

The assistant principals for subject areas supervise content-area and E.S.L. teachers and maintain frequent communication with the project director.

FIGURE 1

Project "At Your SERVICE": Organization Within Park West High School



_____ Supervisory Relationship

---------- Collaborative Relationship

The latter supervises all non-instructional program staff, including the resource specialist, secretary, two family assistants, and two paraprofessional teacher aides. All persons filling program or program-related positions expressed satisfaction with the functioning of the program as it is organized. The present organization facilitates the delivery of services to program participants and to LEP students who are not in the Title VII program. With program participants, these students receive E.S.L. instruction funded by Title I and tax-levy, coordinated by the project director.

STAFF CHARACTERISTICS

Table 5 lists staff members by function, and information relating to their education, credentials, and experience.

The present director, the third the program has had in its two years of operation, was appointed a month after the 1981 fall term was underway. He is bilingual in Spanish and English, and has created a sense of trust which allows staff and students to interact in positive ways. His leadership style -- flexible but direct -- has led to clearly delineated roles and expectations among students and staff, and an orderly, quiet setting for teaching and learning.

Positions which had been vacant the previous year were filled during 1981-82. The secretary was appointed in October of 1981 and the resource specialist by February, 1982. These appointments significantly improved record-keeping, curriculum development, testing, acquisition of materials, and the organization of activities for parents and students.

Program staff and most teachers showed interest in students' academic and personal improvement. Students interviewed cited their personal interest as

a significant factor in staying and achieving in the program.

FUNDING

The program draws from four sources of funding: Title VII and Title I of E.S.E.A., tax levy, and New York City Module 5B. Tables 6 and 7 list personnel and functions by funding sources. The allocation of funds was made according to regulations established by the funding agents and the fiscal agent, the New York City Board of Education. Funds were used to meet the needs as proposed.

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TABLE 5

Staff characteristics: Professional and Paraprofessional Staffs

Function(s)	% Time For Each Function	Date Appt. To Each Function	Education (Degrees)	Certification	License(s)	Experience: Monolingual	Experience: Bilingual	Experience: E.S.L.	Other Relevant Post Training
Project Director	1.0	10/81	M.A. Education B.S. Spanish 30 Graduate Credits Bilingual Education Prof. Diploma Administration	N.Y.C. N.Y.S.	Spanish J.H.S./ Spanish H.S. Adm/Supv. S.S. (Bil.) J.H.S. Bil. Common Branches	10 Years; J.H.S.	6 years J.H.S. 1 Year H.S.	6 Months 1 Year J.H.S Private School 3 Years Evening	U.S. Army-Language School Studied in Puerto Rico Director Of Bilingual School
Resource Specialist Bilingual Teacher Science/Math	.4 .2 .4	2/82 10/81 2/82	B.S.-Science plus 18 Graduate Credits	N.Y.C.	Biology (Bilingual)	-	3 Years H.S.	-	Studied/Taught School in Panama-Bilingual
Bilingual Teacher Science	1.0	10/81	M.S. Science	N.Y.C. N.Y.S.	General Science Bilingual	-	10 Years	-	Studied And Taught In Canary Islands. Curriculum Specialist Office of Bilingual Education
Bilingual Teacher Social Studies	1.0	2/82	M.A. Social Studies Prof. Diploma Admin.	N.Y.C. N.Y.S.	Social Studies	-	9 Years	-	Taught In Mexico. Former Bilingual Director
Bilingual Teacher Math	1.0	2/82	B.A. Social Studies Graduate Credits	N.Y.C.	Social Studies Per Diem	-	1 Year	6 months	Extensive Traveling Throughout Latin America. Taught E.S.L. in Chile
Grade Advisor English	.4 .6	9/80 9/72	B.A. plus 30 Credits (E.S.L.)	N.Y.C. N.Y.S.	E.S.L. High School	-	-	11 Years	Peace Corps - Thailand. Speaks Spanish
English Teacher	.6	2/82	B.A. English 30 Credits Speech	N.Y.C. N.Y.S.	Speech High School	7 Years	-	2 Years	Speaks Spanish
Family Assistant E.S.L. Paraprofessional E.S.L. Paraprofessional	1.0 1.0 1.0	9/74 9/74 9/78	Associate Degree Associate Degree High School Diploma			6 Years	2 Years 6 Years 3 Years	-	Fluent Spanish " " " "
E.S.L. Teacher	1.0	9/72	B.A., M.A., 30 plus E.S.L.	N.Y.C. N.Y.S.	E.S.L.	-	-	10 Years	Peace Corps - Africa Spanish Knowledge
E.S.L. Teacher	1.0	9/73	B.A., 30 plus E.S.L.	N.Y.C. N.Y.S	E.S.L.	-	-	9 Years	J.H.S. Teaching. Spanish Knowledge

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TABLE 5

Staff characteristics: Professional and Paraprofessional Staffs (continued)

Function(s)	% Time For Each Function	Date Appt. To Each Function	Education (Degrees)	Certification	License(s)	Experience: Monolingual	Experience: Bilingual	Experience: E.S.L.	Other Relevant Post Training
E.S.L. Teacher	1.0	9/81	B.A., M.A. English	N.Y.C. N.Y.S.	E.S.L.	-	-	2 Years	
Spanish Teacher	1.0	9/66	B.A., M.A. Spanish Grad. Credits E.S.L.	N.Y.C. N.Y.S.	Spanish High School	16-1/2 Years	3 Years	2 Years (Evening)	Hebrew Fluency, Tutoring - Private Volunteer Work
Office Aide	1.0	10/81	Associate Degree	-	-	4 Years	2 Years	-	Office of Bilingual Education Secretary

- All professional staff hold at least a bachelor's degree, most have graduate level education or degree, and all are certified by New York State and/or City.
- All paraprofessional staff hold an associate's degree, except one, who holds a high school diploma. Their positions do not require certification.
- All staff range from 1.5 to 11 years of experience in education. All bilingual educators have experience in bilingual education and all E.S.L. instructors have extensive experience in E.S.L. teaching.
- All staff assigned bilingual instruction are fully bilingual. Many staff members teaching E.S.L. have some knowledge of Spanish, the students' native language.

TABLE 6

Funding of the Instructional Component

	Funding Source(s)	No. of Teachers	No. of Classes	No. of Paras	No. of Classes
E.S.L.	Title I	3	5 each	2	5 each
Reading (English)	Tax Levy	2	3 each	-	-
Native Language	Tax Levy	1	5	-	-
Math	Tax Levy	2	2, 5	-	-
Social Studies	Tax Levy	1	5	-	-
Science	Tax Levy	1	5	-	-
	Module 5	1	1	-	-
Vocational Education	Tax Levy	1	1	1	1

TABLE 7

Funding of the Non-Instructional Component

	Funding Source(s)	Number and Title Of Personnel
Administration and Supervision	Title VII	1 Project Director
Curriculum Development and Career Awareness	Title VII	1 Resource Specialist (and Project Director above)
Supportive Services	Title VII	1 Family Assistant
	Title I	1 Family Assistant
Staff Development	Title VII	1 Project Director 1 Resource Specialist
	Title I	E.S.L. and Reading Specialists
Parental Involvement	Title VII	1 Family Assistant
Other	Title I	1 Trip Coordinator

IV. INSTRUCTIONAL COMPONENT

STUDENT PLACEMENT, PROGRAMMING, AND MAINSTREAMING

Students who score below the twenty-first percentile on the English version of the Language Assessment Battery (LAB) and score higher on the Spanish version are eligible for program participation. This criterion was established by the New York City Board of Education as mandated by the Aspira Consent Decree. In addition, students are interviewed by program staff and teachers, who consider primarily their linguistic and academic needs. Students also take placement tests in each language.

Programming is fairly uniform in grades nine and ten, and more varied in grades eleven and twelve. Students in the lower grades are generally less advanced in English and receive at least three periods a day of English-language instruction. Those in the upper grades receive at least two periods of English a day, and are placed in mainstream classes for special subjects such as graphic or culinary arts, aviation, or auto mechanics. Programming for native-language courses is done according to linguistic ability; placement in content-area courses primarily depends on graduation requirements and student interest.

The only placement and programming problems reported were those of students who had never attended school before. It has been considered ineffective to place such students in required classes if they have no familiarity whatsoever with the subject matter. Although such cases are few among Spanish-speaking LEP students, the situation merits attention, particularly if the number of incoming students with these characteristics continues to increase.

Grouping is flexible so that students may progress through the several levels of E.S.L. toward partial mainstreaming. Table 8 illustrates typical

programs of a beginning, an intermediate, and an advanced student in E.S.L. No formal criteria are used for mainstreaming; however, performance in classes and test scores, teacher judgment, interviews with the student, and parental consultation determine readiness for transition into more English instruction. The process of English instruction begins in the program classes that are taught bilingually. As students demonstrate ability and confidence, they are placed in all-English classes gradually. No program student, however, takes all classes in English. Each student retains at least one Spanish course.

It is reported that both parents and students are amenable to partial mainstreaming, but they generally want to remain within the program. Students interviewed by the evaluator felt that they received more personal attention in the program than anywhere else in the school.

TABLE 8

Typical Programs for Beginning, Intermediate, and Advanced E.S.L. Students in the bilingual Program

Beginning	Intermediate	Advanced
Global History (Bilingual)	E.S.L. B_1	E.S.L. F
English A	E.S.L. B_2	Physical Ed. 2
E.S.L. A_3	Global History (Bilingual)	Remedial Reading
E.S.L. A_4	English B	Spanish II
Native Language Arts	Math (Bilingual)	Advanced Geometry
Math C (Bilingual)	Spanish III	English F
General Science (Bilingual)	General Science 2 (Bilingual)	Economics (Bilingual)

. As students advance in their English proficiency, the number of courses in E.S.L. decreases, the number of courses taught in English increases, and the use of English in courses taught bilingually increases, i.e. the economics course taught to advanced E.S.L. students.

INSTRUCTIONAL OFFERINGS

Table 9 presents the director's report of the courses offered in E.S.L. during the fall and spring semesters, the average class register, a description of the level, and the curricular materials used. The variety of levels offered reflects the heterogeneity of students' needs.

TABLE 9

Instruction in English as a Second Language and English Reading

Fall 1981 Courses	Average Class Register	Description	Curriculum Or Material In Use
E.S.L. A	25	Elementary level	Lado Series 1-5 and Teacher-Made Materials
E.S.L. A+	22	"	"
E.S.L. Reading B	23	Elementary/Intermediate level	"
E.S.L. English B	21	Intermediate level	"
E.S.L. Reading C_2	22	"	"
E.S.L. Reading D	20	Advanced level	"
E.S.L. Reading C	19	Intermediate level	"
E.S.L. English C_1	23	"	"
E.S.L. English D	21	Advanced level	"
E.S.L. F	24	"	"

TABLE 9 (continued)

Spring 1982 Courses	Average Class Register	Description	Curriculum Or Material In Use
E.S.L. A	30	Elementary level	Lado Series[a]
E.S.L. A+	23	"	Access to English 1-2
B	17	Advanced/ Intermediate	LADO No Hot Water Tonight
C	21	Intermediate	All in a Days Work, Skills
D	20	"	Points of View Stories
D+	20	"	Dixon Modern Short Stories
E	27	Advanced level	Graded Exercises In English
B	26	"	English Notebook
0	19	Transitional	Regents English Workbook
E	27	Advanced level	"
C	14	Intermediate level	"
F	26	"	"

[a] The LADO Series was used by all level students.

. Ten classes of E.S.L. were offered for a 45 minute period daily during the fall 1981 semester with an average register of 22 students. In spring 1982, twelve classes were offered with an average register of 23 students.

. Levels of proficiency in English ranged from elementary to advanced in the fall with variations within each of the three level categories. In the spring, levels of English proficiency ranged from elementary to transitional, the latter being the last of the E.S.L. sequence.

. All E.S.L. classes followed the LADO Series curriculum and used its textbooks. The series was supplemented by teacher-made materials.

Table 10 presents the director's report of Spanish-language courses taught during the fall and spring semesters. These courses are intended to meet students' varied needs. In particular, the N.L.A. course is intended for students who have had no previous schooling, or who are below their grade level in Spanish.

Table 11 lists the director's report of courses taught bilingually during the fall and spring semesters; all of these courses are required for graduation.

Table 12 presents the mainstream classes in which program students enrolled during the fall 1981 semester. Students were assigned to these classes on the basis of ability, need, choice, and graduation requirements.

TABLE 10

Instruction in the Native Language

FALL 1981

Course	Average Class Register	Description	Curriculum Or Material In Use
Spanish 2	25	Literature, Writing Skills	El Espanol Activo
N.L.A.	18	Native Language Arts	Audio Visual Materials N.L.A. Handbook Newspaper
Spanish 2	27		Puntos Criteros
	SPRING 1982		
Spanish 31	23	19th Century Literature, Grammar	Cumbres de Lativo America Espanol para Hispanicos
Spanish 34	31	•	•
Spanish 37	25	Reading and Writing Skills	El Mundo Critico Bd. of Ed. Handbook
Spanish Regents	25	Spanish Literature 19th Century; Grammar	Cumbres de Lativo America Espanol para Hispanicos
N.L.A.	18	Reading and Writing Basic Spanish	N.L.A. Handbook Curriculum

- Three classes of Spanish were offered for a 45 minute period daily during the fall 1981 semester with an average register of 23 students. Five classes were offered in spring 1982 with an average register of 24 students.
- The N.L.A. course was intended for students with limited skills in Spanish, while the Spanish 2 courses were for the more advanced students. In spring, levels of students' ability in Spanish ranged from basic reading and writing to advanced grammar and literature.
- Curriculum and materials used varied according to students academic and linguistic needs and were developed by the New York City Board of Education or were commercially prepared.

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TABLE 11

Bilingual Instruction in Content Areas

Course Title And Level	Average Register	Percent Of Class Time Spanish Is Used	Percent Of Materials In Spanish
	Fall 1981		
General Biology 1	33	50	50
General Biology 12	24	80	50
General Science 1	32	40	40
General Science 2	28	40	40
	SPRING 1982		
General Biology 12*	24	80	50
General Biology 15	25	80	50
General Science 28	35	100	50
Global History 11	38	90	90
Global History 23	34	80	50
Global History 26	36	80	50
Economics 18	35	40	20
Fundamental Math 12	34	50	50
Fundamental Math 26	35	50	50
Algebra 11	31	30	30
Algebra 22	18	30	30

*Two classes were offered in the spring.

- In the fall, the program offered four science classes taught bilingually. In the spring, twelve classes were offered in science, mathematics, and social studies. Content and levels varied according to students' needs and graduation requirements.
- Classes met daily in periods of 45 minutes and had an average register of 29 students in the fall and 31 students in the spring.
- In the fall, Spanish was used for an average of 53 percent of class time, ranging from 80 percent in advanced biology class to 40 percent in beginners' science class. In the spring, Spanish was used for an average of 65 percent of class time, ranging from 30 percent in algebra classes to 100 percent in a general science class.
- Materials used in Spanish corresponded to mainstream curriculum, and were appropriate to students' reading levels.
- Bilingually taught courses during the fall 1981 semester were similar in number and area as those taught during the program's first year of operation. The limited number and areas covered seems to have been a result of the lack of personnel to teach these courses during the initial months of operation in 1981-82.
- More courses were taught bilingually during the spring 1982 semester than at any other time in the program's history.

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TABLE 12

Mainstream Classes in which Program Students are Enrolled (Fall Semester)

Component/Subject	Number of Students	Criteria For Selection
Physical Education	90	Required
English	12	"
Reading	20	"
Chemistry 1	9	Elective
Chemistry 2	4	"
Zoology 1	1	"
Remedial Math	10	Required
Geometry 1	4	Elective
Geometry 2	7	"
Fusion Math	1	"
Computer Math 1	2	"
Computer Math 2	3	"
American History 2	13	Required
American History 1	2	"
Aviation Shop	13	Elective
Electric Shop	2	"
Maintenance Shop	20	"
Video Squad	4	"
Art	40	"
Typing	62	"
Graphic Arts	23	"
Music	9	"
Hygiene	19	"
Mechanical Drawing	2	"
Dance	2	"
Culinary Arts	5	"

- Most students were enrolled in physical education which is required.
- A relatively low number of students were enrolled in required courses which demand high English proficiency, i.e. American history. A relatively high number of students were enrolled in elective courses which do not demand high English proficiency, i.e. art and typing.
- The number of courses and students enrolled indicates the heterogeneity in students' programs.
- The types of courses offered indicates the program's vocational orientation.

Instructional offerings in the program's second year moved further toward incorporating students' culture and vocational needs into the curricula. The social studies and Spanish-language courses have emphasized Hispanic culture in general and Caribbean studies in particular. The global studies curriculum, which relates issues to students' places of origin, allowed this change. Vocational awareness has also been infused in the general curriculum; topics discussed in classes have complemented career-oriented extracurricular activities sponsored by the program and the school.

In an attempt to understand the factors underlying the movement of students through and out of the program, data were collected on the reasons given for students leaving the program during the 1981-82 school year.

TABLE 13

Number of Students Leaving the Program

Reason for Leaving	Number Fall 1981 and Spring 1982
Transferred to Other School	11
Graduated	21
Mainstreamed	38

CLASSROOM OBSERVATIONS

Two observations were made of subject-area classes taught bilingually or exclusively in Spanish. The observations focused primarily on the precision of the lesson objectives, student readiness for lesson objectives, student groupings, frequency and appropriateness of assessment, language usage, and appropriateness of materials and facilities. In both cases lesson objectives were precise. Students, in general, seemed to understand the purpose of the lesson.

In the science class, students received whole-group instruction in Spanish with translations of key vocabulary as needed. Materials were in Spanish and the facilities were appropriate for lectures and/or laboratory work. During the observed lesson, the teacher lectured for the entire period. There was minimal assessment of student readiness for the lesson objective nor verification of understanding of the material presented. Students were not observed to participate through comments or questions. The teacher demonstrated an educated native speaker's command of Spanish and presented the material with much professional competence. The level of difficulty and the vocabulary presented seemed to be appropriate to a high school class in the students' native countries. The project director, however, stated that many of the students were not prepared to perform at a level commensurate with their grade. Given the lack of student participation and the director's description of the students' academic levels, it is likely that many students experienced difficulty with the material as presented.

The social studies class observed had 40 students who were instructed as a group. A relatively large proportion of students appeared to be prepared for the lesson which was implemented in the form of lecture and discussion in

Spanish. By promoting discussion the teacher was able to verify student understanding. Students were observed to initiate interaction by raising questions or requesting clarification. In some cases, students asked or responded to questions in English, even though the teacher used Spanish exclusively. The homework assignment could be done in English or Spanish according to student choice. When questioned, most students responded that they chose to do the assignment in English for reasons related to the textbooks that were available. The large number of students assigned to this class and the need for more individualization manifested by students would qualify the class for paraprofessional assistance. Linguistic and academic needs are very heterogeneous and, therefore, it becomes a very difficult task for the teacher alone to provide for such varied student needs.

A significant improvement observed in 1981-82 as compared with the previous year is the fact that only Spanish-speaking students have been placed in Spanish-English bilingual classes. This practice has been beneficial to both the LEP Spanish-speaking as well as the non-Spanish-speaking students in the school served by the bilingual E.S.L. mini-school.

V. NON-INSTRUCTIONAL COMPONENT

CURRICULUM AND MATERIALS

The program used project-developed and adaptations of the curricula of the city school system, as well as commercially-developed curricula and materials. During the 1981-82 school year, the director reports the following:

1) Curriculum development completed:
   N.L.A., general biology, career awareness.

2) Curriculum development in process:
   Global history (an adaptation of New York City curriculum incorporating more coverage of Latin America), sex education.

3) Curriculum adopted:
   Roosevelt High School - Spanish literature curriculum for college placement.

The director reports that all curricula conform with regulations established by the New York City Board of Education and the guidelines set by the New York State Department of Education. Courses offered bilingually parallel the curricula offered to mainstream students, but place greater emphasis on Latin America and the Caribbean.

Students use materials published in Spanish and English which are available in the classroom and in a resource area which functions as a small library. More than 500 publications, including Spanish dictionaries and books related to careers, have been ordered for the program library.

SUPPORTIVE SERVICES

All program students receive services from program and school staff members through guidance and academic counseling, home visits, and career orientation. Guidance services are provided by a guidance counselor in the school's guidance office. The family assistant also provides personal counseling as problems arise, to complement the services of the school guidance counselor and to meet immediate needs. Students with special needs are referred for psychological assessment, but this process proceeds very slowly. Counseling services provided by the school are offered by a monolingual counselor with a bilingual assistant. The staff does not feel that this service is satisfactory, given the number of students and the extent of need.

Students receive academic and career orientation from their grade advisor, an E.S.L. teacher who is bilingual in Spanish and English. Students' reports, in general, suggest that they are satisfied with the services they receive from their grade advisor. They state that they sometimes receive personal counseling from her as well.

Home visits are made by the family assistant, who maintains communication with parents by mail and by telephone. Approximately twelve homes are contacted by telephone daily. This aspect of the program has apparently helped to promote parental participation and to improve home-school relations. Home visits are also made by a Title I-supported family assistant. Visits are made when there are problems of attendance, discipline and/or academic performance.

In order to enhance the guidance and other support services provided, the program refers students to a number of outside agencies. During 1981-82, students were referred to: physicians; to school volunteer programs; to the Puerto Rican Family Institute and The Door for psychological services; to a

Title VII Bilingual Education Service Center, and the New York City Board of Education-TOLLEPS for career education; and to home-bound instruction for those students who temporarily could not attend school.

Despite the full use of school and outside resources, both staff and administration feel that the need is greater than the services presently provided. Drug and alcohol education and group and personal counseling are urgent needs which the program cannot presently treat adequately.

STAFF DEVELOPMENT

Staff development activities included monthly department meetings, workshops, lectures and demonstrations, conferences, and attendance at university courses. At least once a month, all staff members met with the assistant principal for guidance who oversees the program. At these meetings, individuals from city and state education agencies made presentations on Titles I and VII guidelines, and provided training necessary for their implementation. Workshops were conducted on reading by Title I and on E.S.L.-bilingual education strategies by the staff of the Office of Bilingual Education.

Table 14 lists staff development activities outside school. Most staff development activities were related to teaching reading, E.S.L., and/or with a bilingual approach.

Table 15 lists university courses attended by staff. All staff taking courses are pursuing professional development in areas of interest which may ultimately benefit the program and its students.

TABLE 14

Staff Development Activities Outside School

Stategy	Description or Title(s)	Sponsor/ Location	Speaker or Presenter (if applicable)	No. and Titles of Staff Attending	Number or Frequency of Sessions
Workshops held outside school	Title I Workshops	Title I Office	Mr. E. Plotkin, Mr. Nadelstern Ms. Ozelli	Project Director and 2 Paraprofessionals	Four
	Title I Reading Workshop for Paraprofessionals	E.S.L. Office, N.Y.C. Board of Education	Mr. Krulick	"	1 yearly
	Title I Reading Workshop for Teachers	"	"	"	1 yearly
	Title VII Conferences	OBE Office	Ms. Orta, Ms. Melendez, Ms. Gonzalez	Project Director and Resource Specialist	12 (one per month)
Conferences and symposia	SABE Conference	SABE - Kiamesha Lake	Several	Project Director	Three days
	NABE Conference	NABE - Detroit	Several	Resource Specialist	Four days
	C.W. Post-Hunter College	C.W. Post - N.Y.C	Dr. A. Cruz	2	3
	Career Conference	C.W. Post - N.Y.C.	Dr. A. Cruz, Ms. Moluca	1	2
Other	District 4 Bilingual Conference	District 4, Manhattan	Several	1 Project Director	1
	District 9 Bilingual Conference	District 9, Bronx	Several	1 Project Director	1

TABLE 15

University Courses Attended by Staff (Professional and Paraprofessional)

Staff	Institution	Goal	No. Of Credits	Course(s)
Project Director	C.C.N.Y	Administration/ Supervision	3	Curriculum Development
Bilingual Teacher of Social Studies	Queens College	Advanced Cert. In Administration/ Supervision	3	Public Ed. and the Law (fall)
			3	Economic Problems of Administration (spring)
Family Assistant	Lehman College	B.S. in Accounting	6	Courses required for completion of bachelor's degree
Paraprofessional	Baruch College	B.S. in Accounting	6	"
Secretary	Lehman College	B.S.	8	"

Recommendations made in the final evaluation report of 1980-81 for staff development were being implemented in 1981-82. The project director met with the supervising assistant principal to formulate a plan for the observation of content-area teachers. This plan was initiated in 1981-82 and will be developed the following school year. Greater collaboration and agreement between school and program administrations seems to have resulted in more

clarity for teachers in the role that they were expected to perform.

PARENTAL INVOLVEMENT

The program has an advisory committee composed of parents, teachers, and students who volunteer their participation. The committee meets whenever the program staff feels there is a need. When the new director was appointed this year, he reviewed the committee's records and later contacted each member, inviting them to continue their participation. Staff and teachers recommended new members on the basis of their contributions to the program in the past.

Students' parents and relatives come to school for adult education classes in E.S.L. and high school equivalency. They also come to school when they are invited to discuss issues related to their children's attendance, academic performance, and/or discipline problems. This year they attended a program-sponsored dinner in December, which served to enhance awareness of cultural differences. Some parents volunteered to attend conferences sponsored by the state, in which they acted as parent representatives. They attended a "college orientation session" intended to assist them in guiding their children toward a college education. They met with the school principal, who presented to them an "attendance program." Students performed in a Mother's Day program at which many parents were present. Finally, during the Open School Day and Night a total of 87 parents came to the school; this number exceeds the total number of parents who visited all other school programs combined.

The success in attracting parents to the school may be related to the high degree of commitment on the part of most program teachers, staff, and students. Additionally, communication with Hispanic parents is carried out mostly by staff members who share with them language and cultural background.

Relations with parents in general take place in a personal manner.

CAREER DEVELOPMENT

Career development was not a separate component of the program, but informed its overall approach. In addition, specific career awareness activities were organized. In conjunction with outside agencies, the program sponsored two special activities related to career orientation. The resource specialist was assigned responsibility for these activities. He acquired materials and information from the career unit of the New York City Board of Education and made them accessible to teachers and students. The teachers worked with students promoting an awareness of career needs. Students, then, selected three careers of interest. These selections served as a basis for planning the career activities.

The Career Day Conference was conducted in a manner similar to that of a professional organization conducting an annual conference. Speakers and workshop leaders were invited to make a number of presentations. Students selected the session they wanted to attend and participated in workshop activities by questioning and commenting. After the conference, students discussed in class what they had learned, whether they had changed their decisions about a particular career, and why.

A career-related activity was conducted earlier in the year with the assistance of the B.E.S.C. (Title VII-E.S.E.A.). College and business representatives made presentations on college and career opportunities to the students and their parents.

GENERAL INDICATORS OF SELF-CONCEPT

Program students manifest attitudes toward themselves in their interactions with staff and with their peers. In the realm of school, in classes, students initiated verbal interaction very frequently -- girls more than boys. They all responded to questions quickly, freely, and often manifested confidence in what they stated. Students observed in classes seemed to have no problems speaking in front of the group, and did not appear nervous when called on by the teacher. Many, particularly boys, are said to lack leadership qualities. Girls seem to initiate activities and "set the pace" more. Boys are said to have very unrealistic aspirations and seem to become "immobile." In the ethnocultural realm, they manifested behaviors indicative of pride in their "ethnic group belongingness," even though most are progressing in their acquisition of a second language, English. They often cited their native countries as examples in class discussions.

The director reports that the majority of students have a good attendance record because of their feelings toward the social and academic environment of the program. There is a very personal interaction and there are trusting relations between students and faculty. Attendance problems are said to result mainly from family needs such as those for a baby sitter or an interpreter. Some students are asked to perform these roles.

Program students participated in extracurricular activities both in and outside of school during 1981-82. Some received attendance awards given in a special school assembly. Many participated in the program's after-school center, which provides informal counseling services, tutoring, and table games. Other students participated in TOLLEPS, a career orientation after school

center, while yet others took part in special art classes offered by the Metropolitan Museum of Art.

Of the twenty graduating students, all had applied to colleges, most to City University centers. By March, two students had already been accepted. It should be noted that most of these students hold jobs in order to help their families economically.

Within the school population, marijuana use, alcohol abuse, and "cutting classes" seem to be major problems. Vandalism is minor. Among program students, however, marijuana smoking and alcohol consumption are not problems in school. There have been reports of petty vandalism in school and three program students are reported to have police records. Officially, there were no suspensions in 1981-82; however, there were four cases of pre-suspension notices or warnings.

VI. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1981-1982.

Students were assessed in English-language development, growth in their mastery of their native language, mathematics, social studies, and science. The following are the areas assessed and the instruments used:

English as a second language -- CREST (Criterion Referenced English Syntax Test, Levels I, II, III)

Mathematics performance -- Teacher-made tests

Science performance -- Teacher-made tests

Social studies performance -- Teacher-made tests

Native language arts performance -- Teacher-made tests

Attendance -- School and program records

The project originally proposed to assess students' progress in career awareness, but did not report any relevant data. Additionally, the project also proposed to assess student outcomes in Spanish by using the Interamerican Series, Prueba de Lectura. The test was administered, but the data were problematic, and the results could not be interpreted meaningfully.

The instrument used to measure growth in English language was the Criterion Referenced English Syntax Test (CREST), which tests mastery of specific syntactic skills at three levels. Material at the beginning

and intermediate levels of the CREST is broken down into 25 objectives per level, such as present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced level (Level III) is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items for each objective. An item consists of a sentence frame for which the student must supply a word or phrase chosen from four possibilities. Mastery of a skill objective is determined by a student's ability to answer at least three out of four items correctly.

This report provides information on the average number of objectives mastered, and the average number of objectives mastered per month of treatment by students who received Title I E.S.L. instruction in fall and spring semesters (Tables 16 and 18). Information is also provided on students' performance at the various test levels. Performance breakdowns are reported by grade and level for students who were pre- and post-tested with the same test level in Tables 17 and 19.

Rates of success of students in mathematics, science, social studies, and native language arts courses taught in the bilingual program are reported by course and by language of instruction in Tables 20 and 21. These tables contain the numbers of students reported as taking the relevant courses, and the percent passing, for fall and for spring courses separately. Table 21 presents data additionally comparing passing rates of program students to passing rates of mainstream students. The difference in passing rates between program and mainstream students was tested for

statistical significance. A test of significance of the difference between two uncorrelated percents was performed. This statistical analysis demonstrates whether the difference between the percents is larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

A comparison of the attendance rate of program participants with that of the school as a whole is presented in Table 22. This table contains the average rate for the school and for the various grades of the participant group, the percent difference between school and program totals, and its level of statistical significance as measured by a confidence interval test. Although the statistic used here is slightly different than that described above, the z-test also indicates the extent to which the observed percentage differences vary from what might be expected by chance.

TABLE 16

Results of the Criterion Referenced English Syntax Test (CREST): Number of Objectives Mastered, and Objectives Mastered Per Month

(E.S.L. Title I Spanish-Speaking Students, Fall)

Grade	# Of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered[a]	Average Months Of Treatment	Objectives Mastered Per Month
9	13	8.8	14.5	5.6	3.2	1.7
10	39	10.7	14.4	3.7	3.2	1.2
11	28	10.5	14.4	3.8	3.2	1.1
12	11	9.0	11.8	2.8	3.2	0.9
Total	91	10.2	14.1	3.9	3.2	1.2

[a]Post-test minus pre-test.

.In general, students mastered 3.9 objectives in the fall, or 1.2 objectives per month in 3.2 months of treatment.

.The results meet the program's criterion of one objective mastered per month.

TABLE 17

Performance of Students Tested on the Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered by Grade and Test Level

(E.S.L. Title I Spanish-Speaking Students, Fall)

Grade	LEVEL I N	Average Number of Objectives Mastered Pre	Post	Gains[a]	Gains/ Month	LEVEL II N	Average Number of Objectives Mastered Pre	Post	Gains[a]	Gains/ Month	LEVEL III N	Average Number of Objectives Mastered Pre	Post	Gains[a]	Gains/ Month
9	5	7.0	15.0	8.0	2.5	4	11.5	18.0	6.5	2.1	4	8.5	10.2	1.8	.5
10	3	8.3	12.9	4.5	1.5	13	13.5	19.0	5.5	1.8	17	9.8	11.8	2.0	.6
11	9	7.3	13.3	6.0	1.8	13	11.6	16.5	4.9	1.5	12	10.2	12.3	2.2	.7
12	-	-	-	-	-	2	8.0	13.5	5.5	1.8	9	9.2	11.4	2.2	.7
Total	17	7.8	13.6	5.8	1.8	32	12.2	17.5	5.4	1.7	42	9.6	11.7	2.1	.6

Note. Number of objectives for each level: Level I (25), Level II (25), Level III (15).

[a]Post-test minus pre-test.

.Students at Levels I and II achieved gains of over five objectives, or almost two objectives per month of treatment. Students at Level III showed modest gains of two objectives, or .6 objectives per month.

.Gains per month are relatively similar across grades and levels, except at Level III, in which students showed the lowest gain and failed to meet the criterion proposed as the program objective.

.The results may indicate that the degree of difficulty in mastering objectives at Level III may be much higher; therefore, these students may not be expected to master objectives at the same rate as those at other levels.

TABLE 18

Results of the Criterion Referenced English Syntax Test (CREST): Number of Objectives Mastered, and Objectives Mastered Per Month

(E.S.L. Title I Spanish-Speaking Students, Spring)

Grade	# Of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered[a]	Average Months Of Treatment	Objectives Mastered Per Month
9	10	14.1	18.7	4.6	3.1	1.5
10	28	10.8	13.5	2.8	3.0	1.0
11	22	9.9	13.0	3.1	3.0	1.0
12	12	11.0	12.9	1.9	2.9	0.6
Total	72	11.0	14.0	3.0	3.0	1.0

[a]Post-test minus pre-test.

- In general, students mastered 3.0 objectives in the spring, or one objective per month of treatment.
- The results meet the criterion set as the program objective (one objective mastered per month).
- The fall and spring results are similar; however, there was a slight decline in treatment time and objective mastery rate in the spring.

TABLE 19

Performance of Students Tested on the Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered by Grade and Test Level

(E.S.L. Title I Spanish-Speaking Students, Spring)

	LEVEL I					LEVEL II					LEVEL III				
Grade	N	Average Number of Objectives Mastered Pre	Post	Gains[a]	Gains/ Month	N	Average Number of Objectives Mastered Pre	Post	Gains[a]	Gains/ Month	N	Average Number of Objectives Mastered Pre	Post	Gains[a]	Gains/ Month
9	3	10.0	17.0	7.0	2.2	6	16.0	20.2	4.1	1.4	1	15.0	15.0	0.0	0.0
10	-	-	-	-	-	12	11.2	15.1	3.9	1.4	16	10.5	12.4	1.9	0.6
11	2	14.5	20.5	6.0	1.9	9	8.3	12.9	4.6	1.5	11	10.3	11.7	1.4	0.5
12	-	-	-	-	-	2	11.5	15.0	3.5	1.1	10	10.9	12.5	1.6	0.6
Total	5	11.8	18.4	6.6	2.1	29	11.3	15.4	4.1	1.4	38	10.7	12.3	1.6	0.6

Note. Number of objectives for each level: Level I (25), Level II (25), Level III (15).

[a]Post-test minus pre-test.

.Students at Levels I and II mastered 6.6 and 4.1 objectives in the spring, or 2 and 1.4 objectives, respectively, per month of treatment. Students at Level III show gains of 1.6 objectives, or 0.5 objectives per month.

.Gains per month are relatively similar across grades and levels, except at Level III, in which students showed the lowest gains and failed to meet the criterion proposed as the program objective.

.As in the fall, the results may indicate that the degree of difficulty in mastering objectives at Level III may be much higher; therefore, these students may not be expected to master objectives at the same rate as those at other levels. (See Recommendations.)

TABLE 20

Number of Students Attending Courses and Percent Passing Teacher-Made Examinations by Language of Instruction, Fall

	English		English and/or Spanish		Total	
Subject Area	N	Percent Passing	N	Percent Passing	N	Percent Passing
Mathematics	87	75.9	26	92.3	113	79.7
Science	50	90.0	42	92.9	92	91.3
Social Studies	83	75.9	16	93.8	99	78.8
Native Language Arts (Spanish)	--	--	47	83.0	47	83.0
TOTAL	220	79.0	131	89.3	351	82.9

- Eighty-three percent of the students passed teacher-made examinations in the content subject areas and native language arts. Overall, passing rates ranged from 78 percent in social studies to 91.3 percent in science.

- A higher percentage (89.3) of students passed courses taught bilingually than the percentage (79) passing courses taught in English only. However, the rate of passing in science (the area in which the number of cases is not highly different) is rather similar.

- The number of students taking courses in mathematics and social studies taught in English was higher than the number of students taking courses taught bilingually. This difference in number is related to the difference in percentage passing in each language, that is, the percentage passing tends to be higher in courses for which low numbers are reported.

TABLE 21

Number of Students Attending Courses and Percent Passing Teacher-Made Examinations by Language of Instruction as Compared to Mainstream Students, Spring

	Bilingual Program Students						Mainstream Students	
	English		Bilingual		Total		Total	
Subject[a]	N	Percent Passing	N	Percent Passing	N	Percent Passing	N	Percent Passing
Mathematics	65	78.5	75	82.7	140	80.7	1,476	47.7
Science	14	92.9	90	81.1	104	82.7	803	81.9
Social Studies	19	89.5	112	68.8	131	71.0	618	75.7
Native Language Arts (Spanish)	--	--	112	75.0	112	75.0		
TOTAL	96	79.1	389	76.0	487	77.2	2,897	63.2

[a]Courses compared were similar in content.

- Seventy-seven percent of the students passed teacher-made examinations in the content subject areas and native language arts. Overall passing rate ranged from 71 percent in social studies to 83 percent in science.

- A higher percentage (79.1) of students passed courses taught in English only than courses taught bilingually (76 percent). However, the rate of passing in mathematics, in which the number of cases is not highly different, is rather similar.

- The number of students taking courses in science and social studies taught bilingually was much higher than the number taking courses taught in English only.

- Seventy-six percent of the students passed subject-area courses taught bilingually whereas 63.2 percent of the mainstream students passed similar subject courses. The difference between these percentages was found to be statistically significant at the $p = .01$ level. Thus, the program met the criterion of success set as the objective.

TABLE 22

Significance of the Difference Between Attendance Percentages of Program Students and the Attendance Percentage of the School

Average School-Wide Attendance Percentage: 72.05

Grade	N	Mean Percentage	Standard Deviation	Percentage Difference	z	p
9	37	89.5	8.5			
10	58	90.8	8.5			
11	36	91.6	7.2			
12	15	87.5	12.3			
TOTAL	148	90.2	8.9	18.15	4.94	p.<01

- On the average, program students' attendance surpassed that of the school by 18.15 percentage points. This difference is found to be statistically significant at the .05 level of confidence.
- Attendance rate increases by grade, except for grade 12 students for whom attendance rate decreases to a level below the mean. Grade 11 students show the highest rate of attendance.
- The program attendance rate meets the program objective of surpassing the school-wide attendance rate.

SUMMARY OF FINDINGS

English

The program set as its criterion of success the mastery of one objective per month of instruction on the CREST. On the average, students surpassed this criterion.

A closer look at the results indicates that grade 12 students achieved the lowest gains and grade 9 students the highest. The fall results suggests an inverse relation between grade and scores: the lower the grade the higher the score. While this relation does not hold in the spring semester, there is a tendency for scores to decline as grade increases. It should be noted that grade 12 students, apparently the lowest achievers, are concentrated in the upper level, Level III of the CREST. The achievement of one objective per month for the students at this level is much more difficult than at any other level.

Spanish

On the average, 77.3 percent of the students passed teacher-made examinations in Spanish-language courses. The passing rate was higher in the fall than in the spring; however, the number of students taking examinations in the fall was more than double the number of those taking examinations in the spring.

It should be noted that the program proposed to evaluate student achievement in Spanish by using the Interamerican Series, Prueba de Lectura, by testing whether the difference between pre- and post-test mean scores was statistically significant. However, the data reported were problematic, indicating possible problems in testing conditions and/or data entry. The results could not be interpreted with confidence and, therefore, are not reported here (see recommendations).

Content Areas

The program set as its criterion of success a statistically significant (.01 level) difference in the mean score of program students compared with mainstream students. The performance of program students surpassed that of mainstream students by a considerable margin (17 percent). The difference was statistically significant at the .01 level, thus, the program met its objective.

On the average, 82.9 percent of the students passed teacher-made examinations in subject areas in the fall and 77.2 percent in the spring. A higher percentage (89.3) of program students passed courses taught bilingually than courses taught in English only (79 percent) in the fall, whereas in the spring a higher percentage (79.1) of students passed courses taught in English only than courses taught bilingually (76). The difference in percentage passing may be due to differences in the number of cases considered. Low numbers tended to result in high percentages of students passing. This condition may be due to student selection factors: courses with low numbers of students might have enrolled the more successful students.

The results indicate higher achievement in science and mathematics and lower achievement in social studies. These findings suggest that performance in courses less dependent on language proficiency may be higher than performance in courses requiring the learning of new language and concepts.

Attendance

The average attendance of program students surpassed that of the school as a whole by a large margin. This difference was statistically significant at the .01 level, and met the program's criterion for success in this area.

VII. CONCLUSIONS AND RECOMMENDATIONS

In the second year of operation, the evaluator found the goals and objectives of "At Your SERVICE" to be sensibly and realistically formulated, given the project's existing capacity. The program was largely successful in meeting its second-year objectives. The career education component was implemented as proposed. Curricula and materials developed in this area will serve Park West's bilingual students in the future. The program's organization and the staff's commitment were outstanding features of the program, contributing to its success. Funding was used effectively, but seemed insufficient considering the need for a bilingual guidance counselor assigned exclusively to the program. Limited staff time has restricted guidance services and individualized instruction available to meet program students' diverse needs. These areas need further attention.

Continued discussion is essential between program administration and E.S.L. faculty, as well as with school administration regarding program philosophy. Ongoing dialogue will further planning and bilingual methodology, and promote greater integration of the bilingual and vocational education programs. It may also facilitate capacity-building, so that a bilingual vocational education program will function at Park West after federal funds have expired.

E.S.L. continues to be the most developed aspect of the instructional program. However, content-area instruction has improved considerably during the second year. There is more consensus of opinion among staff regarding how Spanish and English are to be used for instruction; most are in agreement that a transition to English must be gradual but, nevertheless, "as soon as possible." Eight more courses were taught bilingually in the

spring semester than in the fall semester. A greater number of LEP students were helped to achieve in required courses; their native language and cultures were reflected in their instruction.

The staff development component has grown in the two years of the project's operation. Staff members have access to more activities in and out of school which are related specifically to E.S.L. and bilingual instruction. A plan has been formulated for school and program staff to jointly supervise teachers. Program staff availed themselves of outside resources more frequently than in the past.

Gains have been made in the acquisition and development of curricula, particularly in content areas which parallel those of the mainstream, and in career or vocational orientation. Variation in student ability makes it virtually impossible for the program to satisfy the needs of all students, particularly those who have had no schooling. The program staff recognizes that the student population's problems may be linguistic and cultural in nature, but that they are derived from historical and present social, economic, and political conditions. However, the findings indicate that efforts continue to be made to better serve this population.

The parental involvement component is another strong feature of the program. The program has been more successful than the school as a whole in establishing positive home-school relations, and it is continuing its efforts in this area. More parents were attracted to the program this year as a result of adult education classes. Newly-arrived parents need more attention to familiarize them with conditions their children will experience in and outside school, and to train them to participate in an active, rather than reactive, capacity in school affairs. Students' enthusiasm, satisfaction,

and attendance are also indicators of program success. A bilingual student government is active and has a record of gains made for the program as a result of its operations.

Project "At Your SERVICE" is found to be in very healthy condition, particularly when considering its capacity to recuperate from past ailments. The gains made in administrative and supervisory leadership, instructional offerings, and staff relations are indications of its desired development and offer confidence in its potential for continued success.

RECOMMENDATIONS

The following suggestions are based on: a program review consisting of four days' site visits in which the school principal, assistant principal, program director, staff, teachers, students, and a parent were interviewed; observations of four classes; and review and analysis of relevant documents, records, and student achievement and attendance data.

1) It appears that the need for psychological counseling and testing is greater than provisions now being made for them. Students tend to seek these services within the program. Increased bilingual guidance or psychological services assigned to the program would alleviate this reportedly problematic condition.

2) Given the great diversity of students' academic needs in both languages, it is necessary that students' programs be more individualized. Special groupings and/or tutorial services might be an alternative. For the average program student, staff members recommend a greater emphasis on writing skills in both languages throughout the curricular areas.

3) Given the progress made as a result of greater collaboration and support between program and school administration, there should be continued dialogue among all personnel involved with the program. Such continued communication should aim to enhance planning and supervision, improve instruction, further integrate the bilingual and vocational programs, and institutionalize the proposed bilingual vocational education program at Park West.

4) The results of student performance on Level III of the CREST indicate that either the standard of performance expected at this level was too high, or, that instruction was not focused on the objectives tested. It is suggested that program staff review the test in relation to instruction offered and student performance potential. Thus, instruction may be planned to address the desired objective and/or expected student performance may be revised to be more consistent with their past performance on this test.

5) Given the problematic nature of the data submitted to assess achievement in reading in Spanish, it is recommended that the program implement testing as proposed, and provide information on all program students. An effort should be made to report student data as accurately as possible.